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ABSTRACT

Part 5 of a 6-part series of pamphlets contains anecdotes of a vocational agriculture teacher's experiences (also a State supervisor) in the area of program planning. The 12 stories, based on actual happenings, are intended for use in both pre-service and in-service vocational agriculture teacher education, and discuss encounters with the board of education, advisory council, and school farms; the planning of activities with the Future Farmers of America; and program development. Questions at the conclusion of each story prompt discussion and alternative solutions. (JB)

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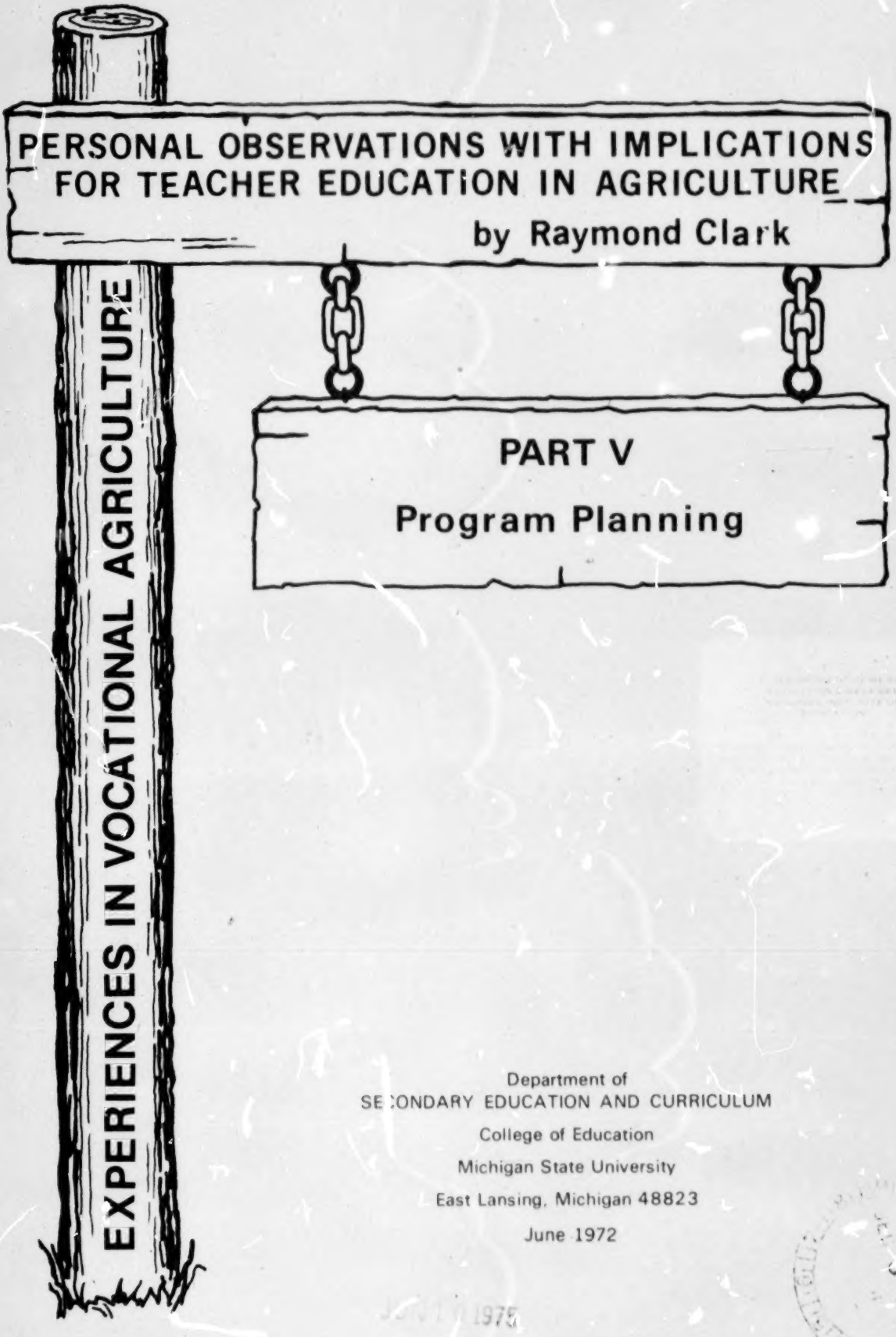

PERSONAL OBSERVATIONS WITH IMPLICATIONS FOR TEACHER EDUCATION IN AGRICULTURE

by Raymond Clark

PART V

Program Planning

Department of
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June 1972

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EXPERIENCES IN VOCATIONAL AGRICULTURAL EDUCATION

Part V
Program Planning

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June, 1972

Foreword

This is one of a series of pamphlets dealing with several aspects of the program of vocational agriculture. Each pamphlet consists of a series of events and happenings as they actually occured. Each is a true story, and it describes an actual experience which I have had during the past forty-five years in the vocational agriculture field. Many of the experiences described here are those which I had while I was a teacher of vocational agriculture. Others describe experiences as a teacher-educator or as a state supervisor of vocational education in agriculture.

These stories of events and happenings may be used by many different persons. (1) By students to discover the nature of some of the work of the teacher of vocational agriculture. Some who read these stories may become more determined to enter the profession. Others may decide to find other fields of work. (2) By student teachers who may read these stories as they find themselves confronted with similar experiences or problems. We may be able to share experiences through the medium of these pages. Some ideas may be found to help smooth out rough spots for student teachers. I hope they will be able to discover other solutions to problems and other methods which will be of value to them. (3) By my colleagues in vocational agriculture. They may find a few new suggestions; they are likely to discover that we have had similar problems; and, I feel certain that they will be in a position to say, "That reminds me of an experience I had _ _ _ _ _."

In presenting this series of anecdotes, it is recognized that they reflect the objectives of "establishment in farming" and "developing agricultural leadership" which were accepted at the time they were written. Teachers in service and those who are preparing for teaching may ask themselves, "How would I meet similar situations today? What new or different solutions would I need to use to meet similar situations with students preparing for careers in farming and/or agricultural business?

While any division of the series of anecdotes results in some overlapping, for the convenience of readers, the anecdotes have been assembled into pamphlets under the following titles:

1. Teaching High School Students
2. Future Farmers Programs
3. Post-High School Farmer Training Programs
   A. Young-Farmer Programs
   B. Adult-Farmer Programs
4. Problems of Relationship
5. Program Planning
6. Student Teachers

Students preparing to teach vocational agriculture will find in these anecdotes examples of many typical problems faced by teachers of agriculture. It is hoped that these problems will help students visualize real situations as they work through the professional education courses required for certification, and as they consider the subject matter of technical agriculture in relation to planning and conducting instructional programs in local schools.

Teachers in-service who may read these stories will say, "Let me tell you about a similar experience I had _ _ _ _ _," and "I would have done it differently. I would _ _ _ _ _." In groups of experienced teachers this could lead to spirited discussion and demonstration to emphasize an aspect of method or application of principle.

Among either pre-service of in-service groups of teachers it is hoped that these experiences and happenings will stimulate teachers to study methods and principles in a realistic and constructive manner.

Raymond M. Clark, Professor Emeritus
Department of Secondary Education and Curriculum
June, 1972

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PROGRAM PLANNING

PROGRAM PLANNING

This publication on Program Planning in vocational agriculture reflects more than any other in the series the time in which the material was written. Also, it demonstrates the influence of Federal policies and legislation on the kind of vocational education program that is offered in the schools.

As you read these anecdotes, you will discover many situations where, in retrospect, we were failing to meet the needs of people for education in agriculture. For example, note the suggestions for not enrolling non-farm students; not enrolling girls in agriculture; offering young-farmer and adult-farmer classes but not suggesting similar classes for those employed in agricultural business; and others. You may ask yourself, "Should the public schools gear program to qualify for reimbursement under Federal Acts or should the needed program be offered locally with reimbursement being claimed only for the portion of program that qualifies?"

Similar problems of program planning as those suggested in these stories still exist in local communities. You may study the suggestions and techniques described in these pages to see if these would work under today's conditions. What changes should be made to meet modern conditions? What changes in technique would you suggest? What modifications would need to be made due to the teacher association contracts which are currently being used?

JUMPING UP AND DOWN IN A BUSHEL

I was driving down the road one day on my way from one home to another. I had been visiting one of my boys' farming programs and was headed for another, when I met the father of one of my boys. He was one of my very good farmer friends. He had pulled out beside the road and appeared to be having trouble with his car.

This father was formerly a "railroad man." I think he had been a brakeman. He had suffered an accident several years before and had an artificial foot. After he recovered from the accident, he purchased a small acreage of muck, built a large greenhouse and became a farmer. He had raised a large family and I had the youngest boy in my agriculture class at the high school.

I stopped, and together we got the car going and then stood visiting. He asked, "Well, how are you getting along?"

I answered with the characteristic reply of agriculture teachers, "I'm getting along OK, I guess, but I'm awful busy. It seems as if I work all the time and never get caught up. Besides, I'm not sure I accomplish enough to earn my salt, let alone my salary."

"I know just how you feel," he laughed, "you're jumping up and down in a bushel."

I laughed too and said, "I guess you're right, I'd better check up on myself."

At the moment, I thought he was joking, and perhaps he was, but as I drove on down the road I began to wonder if my friend was trying to tell me something. I began to think about what I had been doing during the past few weeks. Were my trips out to farms well planned? Did I visit boys who lived near each other and who needed visits, on the same trip? Was I wasting time in the classroom after school with many petty details which didn't contribute to the program of vocational agriculture?

Was I recognizing the important essential items which needed doing and striking straight at them? Was I letting the principal of the high school load me with a lot of odd jobs because he could see that I wasn't doing my own work anyway?

These and many other questions went through my mind. I remembered many, many places where I had failed to put "first things first" during the past few weeks. I decided I had better "put my house in order" before others began to think, "He's jumping up and down in a bushel."

The things I did may not have been the best things to do, but I want to pass on a few of them. You will doubtless be able to criticize these and add some suggestions of your own.

I went into my little office, off the agriculture room, and started analyzing my problem by writing down a list of assignments in which I was engaged at the present. I did not preserve the list, but here are a few of them: (1) teach six classes per day, approximately 200 pupils, (2) supervise the farming programs of my students in vocational agriculture,

(3) supervise all the movie work, used as visual aids, for the total school system. There were approximately 100 teachers in the school system and the assignment included training teachers in the use of films as visual aids, ordering all the films, training operators of projectors and servicing the machines, (4) serve on a faculty committee to prepare a statement on, "A PHILOSOPHY OF EDUCATION FOR THE HIGH SCHOOL," (5) advise the Future Farmer Chapter, (6) carry out numerous assignments from the principal such as "take tickets at the game tonight," "take over the study hall next hour," etc., etc.

After studying the list with all the activities involved, I made out a daily time schedule for all the hours in the day, including the scheduled class hours. Then I began to find items which I felt could be delegated to pupils without damaging their educational program. I found some boys in the Future Farmer chapter who could train movie projector operators as well as I could. I found my agriculture boys could do much more of their plans for farming programs as part of classroom assignments. They could even suggest the times when I should visit their homes to help them with their programs.

The high school principal was an excellent person and a good administrator, but he was new in the school and he had never worked in a school where there was a program of vocational agriculture. Consequently he hadn't realized the work a teacher of agriculture should do outside the classroom. I wondered how to get around the minor assignments he made and still be cooperative.

I gave this problem much thought. I wanted to continue to serve on the faculty committee, but I did want to get away from some of the other assignments which I felt were of less importance.

The solution came largely by accident. One of the students asked me during class one day, when I could come out to visit him and help with problems of his farming program. I got out my date book and we made a date. Other boys took up the idea and where a boy was a little backward about issuing an invitation, I invited myself out. I soon had my book filled with dates for several weeks in advance.

Armed with the date book, I would be stopped in the corridor by the principal and asked, "Ray, how about taking tickets tonight?" or "Ray, how about sticking around after school tonight to get ready for the next district speaking contest?"

Being a very cooperative individual, I always said, "Sure, I'd be glad to help out." Then I'd reach for my date book and say, "Oh, I forgot, I promised to visit _____ tonight, but I'll cancel that appointment so I can help you out."

The answer was nearly always the same, "Oh, no! If you planned a farm visit, don't let me stop you, you go right ahead!"

Interest of my pupils improved greatly. My Future Farmer program improved along with the improvement of the farming programs. I think also that respect for the program on the part of other members of the faculty and of the school administrators increased considerably. I am sure I worked as hard--but I did less "jumping up and down in a bushel."

AN EXPERIENCE IN PLANNING AN F.F.A. DAIRY SHOW

While I was serving as a state supervisor of agricultural education in Michigan, I visited with a group of teachers of vocational agriculture in the northwest part of the state one evening. We were discussing what the Future Farmer Chapters of the area might do to provide educational experiences which could not be provided by one chapter alone. We agreed that the experiences to be provided should be those which would help meet our objectives in vocational agriculture and that the experiences should be acceptable to Future Farmer members.

Many ideas were presented by the teachers. One teacher said, "We need to do something with land use." Another said, "I think marketing potatoes is our big problem. We need a potato show to teach our boys how to grade and sell their potatoes to better advantage."

Still another said, "I think we ought to do something about our livestock. We need to teach our boys how to choose good foundation animals for their herds."

And so it went until everyone had expressed himself and then one of the men said, "You know, we sit here and talk about what our Future Farmer Chapters might do cooperatively. I think we ought to get the boys in each chapter talking over these questions. Then later we can bring the boys together and let them decide what ought to be done."

There were several questions and even some objections to the proposal. One man said, "That'll take too much time. We'd have to get the boys from all our chapters together for several meetings before we decided what to do."

Another said, "We'd come out the same place as the kids and do it in a lot less time."

One man, milder than these, said, "What would you do? Would each chapter elect delegates to meet to decide what to do?"

To each of the objections and questions, the teacher, who had proposed the Future Farmer members have a voice in the matter, had a reply. He said, "I believe we could present these ideas we have been batting around here in our next chapter meetings. The boys could express themselves and then two members with their adviser from each chapter could hold a meeting and present their suggestions. If we decide on something, possibly a dairy show and program to emphasize better production and marketing, the boys could get together to write up the rules and to plan their program."

There was much more conversation and not a few objections, but finally the proposal was accepted. I was interested in watching this program function. I wondered if the boys would discuss the ideas for a program in their chapter meetings and if the delegates would get together and plan details which would really carry out the kind of an idea we had started with. Would they be able to determine what they could do cooperatively to further their education in vocational agriculture which could not be done equally well in the individual local chapters?

The first meeting was called a month or two later and the delegates assembled. They elected a chairman and a secretary and then got down to business. They soon agreed that their greatest need was in the area of improving the quality of dairy breeding stock. They felt that a dairy show with an educational program would be a step in helping Future Farmer members in the selection of breeding stock. "But," one boy said, "we don't want a type show where cattle are judged on a show-ring standard."

Another boy said, "Who ever heard of a dairy show that considered production records in the placing of animals? That's what we need, though, if we learn to buy good foundation stock."

Another boy said, "Do you suppose we could get anyone to help judge a show like that, where records are shown with the animal and are considered in the placing?"

Of course there was much more discussion and the boys adjourned. They were going back to report to their chapters and agreed to meet again soon to pool new ideas and to begin writing rules for their show and educational program.

My purpose here is not to describe the organization of the show. It was finally developed by the boys and it required that each animal shown must be accompanied by production records. If the cow was in production, her own records must be presented. If calves or heifers were to be shown, then records of the dam, sisters, etc., were to accompany the animal.

The boys met periodically over a period of eighteen months before they felt ready to launch their show. They wrote their own regulations and rules. They revised and rewrote them many times. When they had finished they had the support and enthusiastic backing of nearly every member in each of their chapters. I have never seen, or read, of a more practical demonstration of democratic procedure among high school students.

The chapters held their show annually for many years. Each year their delegates met to check and revise their rules. The show became popular and evidences of improved dairy cattle can be seen in the areas served by these Future Farmer Chapters.

The sound thinking of a good teacher bore fruit in this instance, just as it always will when it is translated into action.

I VISIT A SCHOOL FARM AND FIND SOUND OBJECTIVES

According to an article I read recently, Future Farmer Cooperative projects have few, if any, sound educational objectives. At least, that's what the author reported after he had reviewed many articles describing these projects in the Agricultural Education Magazine.

I visited an F.F.A. cooperative project a year or so ago, which must not have been written up, for I felt it had some pretty sound educational objectives. Let's see what you think.

The story goes back several years. I was serving as a state supervisor at the time and I called at the school. I met the superintendent and after visiting for a time, went on to the agriculture room and found the teacher with a class in vocational agriculture. The class was unusually interesting. The boys were enthusiastic, anxious to get on with the problems at hand. There was none of the driving to get work done and keep pupils busy that one often sees when he visits high school classes.

After the class was finished, the teacher said to me, "Come on, I want to show you something."

We went out to his car, got in and drove to the edge of town. He pointed to a field and said, "There's our 20 acres of wheat. best looking wheat around here this year. We fertilized it according to the college recommendations and it's doing OK."

A little farther on we stopped at a barn. "Come on in," the teacher said. "I want to show you our steers. We bought them at Chicago--took some F.F.A. boys over to help pick them out. They're making good gains too."

Across the road we saw some pigs and going over the teacher said, "Yes, we have a couple of sows out here. We have the boys come out here and take care of this stuff. They like it and it gives them good experience."

On the way back to school I said, "Why do you have all these projects? Doesn't it detract from the farming programs of your students at home? I should think you would get farther if you spent that time and energy on individual farming programs."

The answer I got was startling in its clarity and concise directness. The teacher said, "We have many farms with low fertility and with very conservative operators. I needed a project like that wheat to demonstrate to the boys and their dads the effectiveness of proper fertilization and recommended varieties.

"We also needed to demonstrate the value of good feeding practices with steers, so we got in a few steers so the boys and their dads could see what could be done."

"We put in the pigs for the same reason. We can demonstrate the effects of good breeding and management as well as good feeding practices right here."

You mean you can get practices adopted more readily as a result of these practices?" I asked.

"That's right, and the individual programs are better, as well as bigger because of these projects. Besides it helps motivate the classroom work too."

Two years later I visited the school again, this time as a teacher trainer, with a group of student teachers.

This time the teacher said, "Come on, I want to show you our F.F.A. farm." We went out and started for our cars and the teacher said, "We'll take this bus."

When we were under way, the teacher said, "The Board of Education gives us this bus to take whenever we want it."

"I said, "But the last time I was here you had some wheat, a few beef feeders and some hogs. Now you tell me you have a farm. How come?"

He said, "Well let's see it first, we're almost there." We drove in the yard and parked the bus. First we went to the barn and saw the steers.

My student teachers asked many questions about the practices being followed in the feeding of the steers, in the cropping program and in the management of the swine herd which we also visited. We checked over the available farm machinery and asked many questions as to plans for the future.

In every case the teacher answered our questions with the same concise directness he had answered me two years before.

He brought out charts and said, "Now this is what my advanced agriculture boys planned for next year. Here is the cropping plan for the next rotation. Here is the livestock load we expect to carry. Here is the estimated expense and receipt picture."

One student asked the question I had in mind, "Why do you have all this F.F.A. farm business anyway?"

"Because," he replied, "I want my boys and their dads, too, to see and get experience in the handling of management problems, problems of marketing; problems of buying supplies, and all the other aspects of farming that they can get here. You can't teach all that from books. You've got to get them to practice it. And you can get them to practice at home a lot quicker when they see what works here."

* * * *

Do you believe the teacher was right?

I VISIT A SCHOOL FARM AND LOOK FOR EDUCATIONAL OBJECTIVES

In Michigan, school farms have been very slow in developing as part of the facilities for teaching vocational agriculture in the secondary schools. The ideas back of the development of vocational agriculture encouraged farming programs by individual students on their own farms. In some other states where industry was scattered over much of the state, school farms developed early.

I have been interested in watching the development of some of the school farms in Michigan. A few years ago, I visited a teacher of vocational agriculture whose school had had a department for almost thirty years. The city had grown and had nearly engulfed the consolidated school area in which the department had flourished. Still there were people in the area interested in farming and who were operating farms on a part-time basis. Their children were enrolled as students of vocational agriculture.

The teacher was a young man, full of enthusiasm, and a hard worker. He helped his F.F.A. boys rent plots of land in the area. They purchased a tractor and some equipment and began to raise crops. They were quite successful in building up the F.F.A. treasury.

When I visited the first time, I asked the teacher, "What is the purpose of these projects of the F.F.A.?"

His reply was vague, "Oh, it's a popular thing to do. The boys like to get out and do things like this. Besides we might win the Better Chapter Contest with this kind of a project."

"But how do you justify it as an educational project?" I asked.

"Well, I haven't tried. I guess the kids learn as much this way as any other," he replied.

We then talked over the project at length, discussing some of the needs which might be met by the group project and some of the objectives which could be achieved by this means. The teacher agreed that he would think through these activities and try to develop some sound objectives for the project.

I returned to the school again after about two years. In the meantime the project had grown until the F.F.A. chapter had leased, through the board of education, a 160 acre farm. They were operating the farm with the labor of the F.F.A. members and with the chapter owned equipment. The farm was stocked with swine and the chapter was planning to purchase a herd of dairy cows to utilize the hay and grain which was being produced.

During this year I had an opportunity to be in the school periodically throughout the school year. I would arrive at the school in the morning before the first agriculture class assembled. When the class came in the teacher would often say to the class, "Now we must go to the farm today. Get your coats and we'll get started."

Again I would say, "What part have the pupils had in planning their work on the farm?"

The usual reply was, "Well, this is an emergency. We've got to get this job done and then I'll tell them."

The students would work hard. Sometimes I would ask one of them, "What are you learning out here?"

As a rule the student would say, "Well, I haven't learned much. He lets the boys who already know how drive the tractor. Wish I could learn. But it's better than being in school anyway, so I don't say much."

Many times I would ask the teacher, "Why don't you do more teaching when you have such a wonderful opportunity."

He would reply, "I guess you're right, but we must get the work done first. Besides this is better than having scattered fields like we used to have. We don't have the tractor out on the highway now."

Back in the classroom the teacher would say to his class, "It's time to sell the wheat. Tomorrow we'll have a truck come out and get it. We'll sell it at the elevator and pay up our fertilizer bill."

After the class, I would ask, "Who decided when to sell the wheat? What did your boys learn about marketing or price trends?"

* * * *

But that is probably enough to provide a picture of the program. The department closed after one more year and the teacher changed occupations.

What were the characteristics of this program which were unsound from an educational viewpoint?

What could have been done to correct the unsoundnesses?

What was particularly good about this school farm program?

Do you think this school farm might have helped to meet the educational needs of vocational agriculture students living in this area?

Can you outline a plan which would have provided a better educational program than was possible in this situation.

A SCHOOL FARM THAT WAS DOING ORIGINAL RESEARCH

The development of a school farm as part of the educational plant for teaching vocational agriculture has many interesting aspects.

A few years ago, when I was serving as an itinerant teacher trainer, I stopped to visit a teacher in his vocational agriculture department. He had taught for many years in the state and I had known him since he first began teaching.

I had been in the agriculture room only a short time when he said, "Come on, I want to show you the farm we took on last summer."

I said, "What! You have a school farm too? What do you want to start that sort of thing for?"

"Well come on and I'll show you some of the things we are doing," was his reply.

We drove out of town a mile or two. On the way the teacher explained, "This area is devoted largely to raising cash crops. We have a lot of dairy cows, but we are primarily crop farmers. This farm we have is 50 acres. There are no buildings, except an old barn where we store our machinery. We plan to work with crops and not take on any livestock. Here's where the farm starts."

I looked and said, "You've got a lot of wheat in haven't you?"

"Yes, we planted a lot of wheat. You see those stakes out there? We used some new kinds of fertilizer that are being sold through here."

I said, "Is that so? Has the experiment station done anything with them?"

"No," was his reply. "We are ahead of them on this deal. We are going to have our adult classes out here this fall to see how these strips go into the winter. Just now that one strip certainly shows up good, doesn't it?"

I agreed that it did and then said, "I suppose you will have your classes check these plots at harvest time too?"

"Yes, sure. That's the time that really tells the story. We'll have them out then in full force."

I was almost at a loss as to how to proceed. Here was a teacher who was anxious to try something new. He was doing a good job of teaching both his high school boys and his adult farmers and yet I felt that the idea of trying to do research on the school farm was outside the function of the teacher and of the school farm. At least I wanted to erect a warning signal.

I began by saying, "Have you established check plots out there so you can really test the relative values of these products you are using?"

"Yes, we have plenty of checks. We followed pretty much the pattern of some of the crops experiments at the college," was the reply.

"That sounds okay. How about results. Can you avoid having the farmers put too much faith in one year's results?"

His answer was thoughtful, "I don't know. I know it takes at least five years to be reasonably sure and that's one of the problems we have."

"You say the experiment station has never tried this material you are testing. Wouldn't it be better to let them try it first? Then you could demonstrate its use with the backing of their research."

"I think you are right in general," he replied. "This stuff was new and we thought we'd try it out. My F.F.A. boys did a lot of figuring on it and they wanted to try it out. A good many of the farmers are waiting to see how we come out on it."

"And you think they'll take your results on this crop as final and act accordingly," I interrupted.

"Yes, I'm afraid they will. I believe you are pretty much right. As teachers we ought to make our school farms demonstrate and teach the best approved practices rather than try to experiment where we lack controls for real scientific work. Is that what you're getting at?"

That was what I had been trying to get him to say. I replied, "Yes, that's about it. I think we ought to keep up-to-date in our agriculture and in our teaching, but I think we need to make sure that we don't mislead people by encouraging them to follow wrong paths and to make decisions based on insufficient information."

My teacher friend finished the wheat fertilization experiment. He showed his classes the results and very carefully cautioned them regarding the validity of one years experimental results. Since then he has used the school farm as a laboratory for demonstrating new and approved practices.

* * * *

Do you think I was right in my attitude toward the function of this school farm? I believe a strong argument could be developed for the original point of view of the teacher. What facts and arguments would you present in favor of the teacher's program?

Write out a set of objectives which might be used as the basis for operation of a school farm in a specific community.

A STATE SUPERVISOR MEETS A BOARD OF EDUCATION

How does the state supervisor of agricultural education meet a local board of education and lead them to think through the needs of their school district for a program of education in agriculture? What approach does he use? Should he attempt to "Tell" them? Should he bring in charts and figures showing the data regarding population, farming, industry, and taxation for the area? These and many other similar questions were in my mind as I began my work as a state supervisor.

As I began to travel about the state visiting departments of vocational agriculture and talking with teachers of agriculture and with superintendents and sometimes with boards of education, I still had questions as to how others might talk with board members and get them to analyze and solve their problems.

I suppose the techniques are no different than in the teaching of vocational agriculture. Nevertheless I still wanted to observe others practising the art. One day a request came in from a superintendent from a nearby school for someone to come out to meet his board of education. The person was to discuss with the board a program of vocational education for the community. The man who was assigned had had many years experience as a school board counselor before he became a supervisor of agricultural education.

I asked, "Can I go with you on that trip? I would like to see how you work with that board of education. I want to compare your techniques with those I used with the board I met last week."

He replied, "Sure you can go. I probably won't do any differently and certainly no better than you did, but I'd be glad to have you go along."

When the board and the superintendent had assembled and we were introduced all around, the superintendent said, "Now, at our last board meeting you men asked me to get someone from the State department to come out to answer some questions about our agriculture program and possibly give us some suggestions. Mr. _____ is here this evening and we'll just let him take over."

The state supervisor said, "OK, I don't know as I'll be able to answer all the questions, but we'll try. First let me ask one or two questions just to help me get my bearings. You wanted to study your agriculture program tonight. Just how important is agriculture in this community anyway?"

One board member said, "Oh, it's very important. The whole town is pretty much dependent on farming."

Two or three nodded in agreement and the state supervisor continued, "You mean that the business in town is dependent on the purchases and sales made by farmers?"

"Yes, that's right," said a board member.

Again there was agreement and the state supervisor said, "Do you feel then that you have any responsibility for providing educational opportunities for the rural people in the surrounding area?"

One board member said, "I don't see that we have."

Another said, "Well, I'm not so sure. We depend on them for our business and we get state aid for the high school pupils, but I'm not sure about the adults. Why should we have classes for them?"

The state supervisor asked, "What kind of farmers make the best customers for your business here in town, the progressive up-to-date farmer or the one who is farming like his grandfather farmed?"

Another board member said, "Why, that's obvious, the progressive farmer. He makes more and he spends more too."

The state supervisor said, "Now you men answer for yourselves. What kind of an agricultural program do you want for this community? Do you want to continue to offer a program for farm boys in your high school?"

"Yes, we can't drop that," was the answer.

"Well, what about the young men who are out of school, but not yet established in farming?" asked the supervisor. "Do you have any obligation to offer classes for them?"

"Yes, I think we do," said one board member, "and for the established farmers too," added another.

The supervisor said, "OK now let's take another look at the program. You men all know something of the kind of program offered in vocational agriculture. You have had the high school program for several years. What kind of an agriculture program do you want?"

One board member said, "Well, I think we've got to see that the teacher has a chance to get out on the farms more. He needs to do more with the farming programs of the students and he'll have to visit the adults too if he does any good."

Another member said, "I agree, but it'll have to be a different man than we've got now."

The superintendent said, "I didn't tell you, Mr. _____, but one of our reasons for asking you to come down was the fact that our present

agriculture teacher isn't getting out to visit his boys. Our enrollment in agriculture classes is decreasing and we have reports that indicate that he doesn't do us any good when he does make a visit."

The supervisor said, "I'm sorry to hear that, but if you have a vacancy for next year, we'd be glad to try to help you fill it, if we agree on a program that you want to have."

One of the members said, "The kind of a program we've been talking about will cost more money."

The first said, "That's OK, just so we get results. The superintendent can show us reports on the mileage and we'll know soon enough what kind of a job we're getting.

The state supervisor said, "I think we've analyzed the situation pretty well. Is there anything else we ought to consider?"

One board member who had been very quiet the whole evening asked, "What do you think a teacher ought to teach for this kind of an area?"

The supervisor said, "We don't use a state course of study. Just as you men have already said, the program must fit the community. But what did you have in mind?"

"Well," replied the board member, "there's been a big increase in farm machinery and electricity and water systems on farms during the last few years. I was wondering if we shouldn't take time at our next meeting to look over our shop and agriculture room to see if they are adequate for the job we have been laying out. No use paying a man to do a job and then not giving him the tools to work with."

With that the board agreed, and we adjourned.

As I analyzed the work of the supervisor, it seemed to me that he had done an excellent job of letting these board members answer their own questions under his leadership. He hadn't told them but I think he taught them and helped them to reach satisfactory conclusions. What do you think?

I MEET WITH AN ALL-SCHOOL ADVISORY COUNCIL

"Of course we're a city school system and a city school district, but we're also interested in the farm people. We want their children to come to our school and we want their parents in our evening school program too." So said a superintendent as I was visiting his department of vocational agriculture many years ago.

"That's all very interesting and I realize you have two agriculture teachers devoting full time to vocational agriculture. I realize that this is the only two teacher department in the state and that you have by far the largest adult and young-farmer program but do you have any other evidence of a real interest in the farm people as members of your school community?" I asked.

"Yes, I think we have. By the way, are you going to stay in town tonight?" asked the superintendent.

When I replied in the affirmative he said, "Why don't you come up to school tonight? We're going to have a regular meeting of our advisory council and I'd just like to have you sit in. I think you'd get an idea of the desire and interest we have in including the farm people who live outside the district, in our program. Will you come?"

"Sure I'll come," I replied, "if I won't be in the way. The hotel you have here in town isn't a particularly attractive place to spend the evening and besides I'd like to see your council in action."

"You're right about the hotel! Okay, I'll be looking for you about eight o'clock. We have to hold off the meeting until the farmer members can get in," he replied.

"You mean you have farmers on your advisory council in a city school system?" I asked.

"Yes," replied the superintendent. "But you wait until this evening and you'll see for yourself."

When the time came, I walked up to the superintendents office and was ushered into a comfortable conference room. I was introduced to those who had already arrived and we visited until the others came. There were representatives of the business men in the city, women from the clubs, representatives of the churches and of the city government. There were one or two teachers besides one of the agricultural teachers, and there were representatives of labor, farmers and farm women, representatives of the F.F.A., of the young-farmer group, of the adult-farmer classes and of the student council. The council was an all-school council organized to advise the superintendent on problems of the whole school.

The chairman, not the superintendent, called the meeting to order. I don't recall all the items of business but I do remember the reports of the representative of the adult-farmer classes and of the representative of the young-farmer classes. These men stated that they felt there might be additional vocational agriculture classes offered in some outlying centers.

The council recommended to the superintendent that the program these men presented be taken to the board of education for action. They felt that the additional classes should be offered even if another teacher of agriculture would be needed.

The next report concerned the development of a youth building. One of the women reported, "You will recall that we felt a place should be provided where the boys and girls could gather at noon and in the evening for recreation. We wanted them to have a place to go without running around the streets. We have opened a house on _____ Street and it seems to be working out very well."

The superintendent said, "We feel the house is particularly valuable for the children from the country who can't go home for lunch. They can get a regular school lunch over there or they can eat a home-packed lunch if they choose to carry one from home. Besides there are rooms where they can play games or dance."

Another person asked, "How are the finances? Did all the donations come in okay?"

"Yes, they're just about all in," replied another member of the group.

One of the farm women said, "Our children are very enthusiastic about the house. They feel that they have a place to go at noon where it's warm and where they can relax and get acquainted with some of the other children."

After the meeting was adjourned, I stood talking with two or three of the business men and I asked, "How do you men feel that you can support all these things for rural folks? I know city schools like yours where they'd rather the farm people would not come to their school."

"I think that's a mistake," replied one of the business men. "In the first place, it's just good business. If the kids go to school here,

their folks will do their buying and selling here and we'll get the business."

"And besides," interrupted another, "you can't really separate the city and the country here even though we have some good sized industries. We're too closely tied in business, socially and every other way. It's just as important for the farm folks around us to be well educated as for our own folks to have a good education, and the citizens in this town are going to try to see that they get it!"

* * * *

And so I had visited one of the first all-school advisory councils in Michigan.

What do you think of the kinds of work this council nad done?

What do you think of the idea of a city school system going so far in offering educational opportunity to rural people outside the district? Can you justify it financially? Can it be justified socially?

A TEACHER TRAINER HELPS PLAN BUILDING FACILITIES
FOR A DEPARTMENT OF VOCATIONAL AGRICULTURE

"What suggestions do you have for a new agriculture building for this school?" was a question asked of me one morning very soon after my arrival to visit Jim, a first year teacher of vocational agriculture.

I said, "Why, is the board of education planning a building?"

"Yes, Bill and I have been asked to draw up a sketch and submit it showing how we would like the building laid out," was the reply. Bill was a second teacher of vocational agriculture in the school. "Besides," Jim continued, "we are to plan a building which will accommodate a third teacher of agriculture."

"That's interesting," I replied. "Have you work enough around here to justify a three-man department?"

"Yes, we think we have," replied Jim. "We can use one full-time man to teach young farmer and adult-farmer classes and we have enough all-day students to provide a full load for two men. Besides there are other adult-farmer programs that could be organized even if we had one man full time on that job alone. We've been over our data on possible program with the superintendent. He and the board want us to plan the building in terms of three teachers. We thought we'd get some ideas from you when you came."

"OK," I replied. "It sounds as if you are on the right track. I have always felt that buildings should be planned for the program to be offered, rather than to build a building and then be forced to fit the program to it. When can you and Bill take some time so we can work together on this business?"

"We are planning for you to stay all day and then we want you to come to the regular F.F.A. meeting tonight so we figured that the last hour this afternoon and then an hour or two after school would be the best time. That will give you a chance to look us over during the day and then this afternoon we could talk over our plans and get your suggestions. We've already made a few sketches which you could look over between times. Here are some of them right here."

Jim handed me some sheets of floor sketches for the proposed new building. "Where are you going to put this building?" I asked.

"Come on out and I'll show you," said Jim. "That way you will be better able to visualize it."

We went outdoors and Jim said, "We'll put it right in this area here."

"Now, when you get ready to expand the high school building proper, where will that expansion take place?" I asked.

"It won't go this way," said Jim. "It will probably go on the other end of this building but it might go to an entirely new site. We asked about that and that's what the superintendent told us."

During the day I asked questions from time to time about enrollments, about population trends in the area, and about the number and kinds of farms in the area. When the appointed time came, Jim and Bill and I sat down at a table in the agriculture room and went to work on their plans.

I first asked, "Will you show me what all-day classes you believe you will offer when you have three men on the job here?"

The teachers listed the all-day classes which they proposed for each teacher. Bill said, "Here's a pretty good estimate of the classes we would offer and the approximate enrollment for each class. You'll notice that we labeled some of these classes for students from part-time farms and some for boys from full-time farms. That's getting to be quite a problem with us and we thought we'd try to do a better job by having the boys in separate classes."

"I see, perhaps that's one way to do a better job with vocational agriculture students. Now let's see how many rooms will we need to schedule these classes? How big must the classrooms be built?"

"Here's a sample schedule," replied Jim. "You see with this plan we'd need a second classroom three periods per day every day."

"How about the farm shop," I asked. "Well," said Bill, "we can't expect to build two shops. We'll just have to plan one that is big enough and get plenty of equipment. Then we'll have to do a good job of organization of the shop program to avoid all the conflicts possible. Of course, we'll continue to use the present shop for industrial arts classes so we'll have the new shop exclusively for our agriculture program."

"That's right," said Jim. "It'll probably be crowded at times but that's about it for now. However, some of these all-day classes will meet in shop so we wouldn't need the two classrooms quite as much as it might look on that paper."

Bill said, "How about the adult-farmer classes? Did you ever hear of any that met during the day?"

"Yes, I've seen some adult-farmer classes that met in the afternoon. In fact, I once had an adult class which met in the afternoon. They started at 2:00 p.m. when my last all-day class closed and ran to about 4:00 or 4:30. Those farmers said they'd rather come then than in the evening during the winter months."

"I've been wondering about that," Bill said. "Some of the young-farmers said they'd rather come in the afternoon during the winter and I haven't asked any of the adults yet. If they did, we'd certainly have to have that second room besides the shop."

"Yes, I think you're right," I replied. "Now let's take a look at your proposed program. What kind of facilities do you need to do a good job of teaching?"

Jim replied, "Here's some of our plans. You can see that we need a good farm shop program. We have lots of machinery which means maintenance and repair as well as work in the selection of machinery to meet needs in this type of farming area. Then we need work in electricity, farm carpentry, and all the other farm mechanics areas we studied about back in college."

"Yes," interrupted Bill, "and besides we need work in dairy, swine, and poultry as well as beef to cover the livestock end of our program. That means we need space for milk testing, egg grading, and other items of that kind."

"You haven't forgotten about space for books, bulletins, magazines, apparatus, visual aids equipment and all the other teaching materials you have around here, have you?" I asked.

"No sir!" replied Jim. "See, we planned for space along this wall for books and bulletins and we planned for storage rooms for both agriculture rooms and the shop on this sketch."

We discussed many more aspects of the building plans and then I asked, "Where did you men pick up all the ideas you have in these plans? I haven't contributed anything new. You've been ahead of me on nearly everything I've mentioned."

"We can't claim much credit," replied Jim. "We've been working on these plans all fall. We asked the advisory council what they thought and boy did they give us ideas about what ought to go into the plans!"

"Yes, and we asked the F.F.A. boys," said Bill. "They also had a lot of ideas about what they thought we ought to have here. The superintendent also had some ideas, so together we drew up these sketches. We're going to make some changes in arrangement after talking with you today and then we're going to hand them over to the superintendent. He'll take them up with the board and then with the architect."

* * * *

What steps were followed in planning for the building? Do you feel all these steps were necessary?

What was the advantage of asking the advisory council to help plan the building?

Do you feel the F.F.A. should have had an opportunity to help with the planning? Why?

A TEACHER MAKES USE OF THE ITINERANT TEACHER TRAINER

When one leaves after making a visit to a school as a state supervisor or as a teacher trainer I suppose he always asks himself, "Did I do any good? Did I help that teacher or that superintendent to see his problem and to improve his educational program? Will the people in this community have a better program of education because I was here? Did I earn my salary today in terms of actually getting a better educational program for the boys and girls and for the men and women in this community?"

It is difficult to help a teacher who doesn't want help or one who feels he doesn't need it. When I have encountered these situations I have often felt that, "I didn't do much good today."

However, there is a brighter side. Sometimes I have been able to say to myself, "Maybe I did sow some seeds today that will prove fruitful." I recall a first-year teacher whom I had the opportunity to visit. He illustrates the brighter side of the picture. I had had the young man as a student teacher the year before and this year was visiting him on his job.

I drove into town late in the afternoon before my visit was scheduled and registered at the local hotel. As I registered, the clerk said, "Say, Joe Smith, the agriculture teacher at the high school, wants you to call him. Here's his phone number."

I deposited my bag and went to call Joe. When the connection was made, Joe said, "I was hoping you'd get into town tonight. Can I come down and eat dinner with you? I've got a lot of things to talk over and we won't have time enough tomorrow."

I said, "Sure, come on down."

When Joe arrived we went in to dinner and Joe pulled out of his pocket a long list of questions which he had prepared. They had to do with problems of relationship with the school administrators, problems of adjustment to the school system, how to develop a program to keep an F.F.A. chapter of 100 active members really active and many other similar questions.

Later in my room I asked, "Joe, why did you bother to write down that long list of questions?"

Joe answered, "Well, I seem to be getting along pretty well, but I want to get all the help I can out of your visit. I figured the best way would be to write down these questions so I wouldn't forget any of them."

"Well, we've covered a lot of territory in our discussion tonight. I'm not sure that just sitting up here talking about these things will help."

Joe replied, "Sure, it's helped me already. You know, just the process of writing out my questions helped me to see and analyze some of my problems and talking them over has helped me to see what to do more clearly than I could have done by myself."

"I can see that," I replied. "But keep in mind that you must decide many things for yourself in your own situation."

Joe agreed and then said, "Now what about tomorrow? Here's my schedule of classes. I thought you could sit in on these classes and then I'd like to discuss them with you during this fourth hour. Is that okay?"

I assured him that it was, and then he said, "Now after my last class I'd like you to visit a couple of my boys on their farms. One of them is a problem in that I haven't been able to get a satisfactory farming program started. Will you do it? I know it'll mean that you'll get away late but you only get here a couple of times a year and I'd like your suggestions after the visits."

I readily agreed to the schedule he had worked out for us and promised to be at school well before classes would begin in the morning.

The next day was full, just as Joe had scheduled it. I arrived at school early and called at the superintendent's office. I shook hands and said, "How's Joe getting along? He's got a pretty big job for a first year teacher."

"Joe's fine," he replied. "He was in here a few minutes ago and told me about keeping you up half the night. He's doing a swell job."

I said, "That's good, but are there problems which I should try to help him with during the day?"

His answer came quickly, "No. The only problem I have with Joe is to hold him down. I want him to be highly successful with his work this first year and he is. But he has 100 boys in his agriculture classes and he came up here the other day and wanted to organize an adult-farmer and a young-farmer class in addition. I'd rather have a man like that than one you've got to keep pushing all the time. I told Joe we needed the adult and young-farmer classes but that we'd get another agriculture man to teach them. I didn't want to kill him off the first year."

I went on to the agriculture room and found Joe. His students were beginning to gather for the first class so I stayed in the background and watched. The classes went very satisfactorily. The work was well organized and the pupils were interested.

The remainder of the day was spent as Joe had scheduled it. We discussed his classroom procedures and techniques. I asked Joe, "Do you know the farms of your students?"

Joe said, "I've sure tried. It's quite a job to learn a lot of details on 100 farms in a short time but I know quite a lot about them."

I had already discovered that this was true. Joe had demonstrated his ability to cite illustrations and to make applications to individual farms of his pupils during the classes I had observed.

Our farm visits provided further evidence of Joe's knowledge of the farms and the farm families.

* * * *

Do you think Joe made good use of my time?

Was Joe justified in asking for the interview in the evening and in asking for the farm visits after school the next day?

Did the planning Joe did make it possible for me to offer him more help than would otherwise have been possible?

How would you like to work with Joe?

STUDYING A SITUATION AND PLANNING A PROGRAM

"Our program in vocational agriculture seems to be slipping. The enrollment is decreasing and the students don't seem to be as interested as they were five or six years ago," said a superintendent when I called at his office to inquire about his first-year teacher of vocational agriculture whom I had come to visit as an itinerant teacher trainer.

"How does the program compare with last year?" I asked.

"It's much better than last year," replied the superintendent. "The enrollment is up and the boys are more enthusiastic. But last year isn't the point. I'm talking about the long-time trend."

"I see," I answered. "I wondered if you felt it was the fault of the new teacher."

"Oh, no. He's a big improvement over the man we had last year. This boy is all right. We've been working on the problem and Bill will have some data to show you. I wish you'd look over the figures he has and see what you think we ought to do. I hate to discontinue the department, but maybe that's what we ought to do," was his reply.

"Okay, I'll go out to the agriculture building and see Bill. Before I leave we'll come into your office and talk over the whole business. I hope we can work out some kind of a satisfactory plan for this community."

"That'll be fine," said the superintendent and I went out to the new building which had recently been completed for agriculture and farm shop.

As I walked in, I was met at the door by Bill, the new teacher and one of my students of the year before. We shook hands and I said, "How are things going?"

"Fine," said Bill. "I get along well with the kids and with the people in the community. The superintendent is a good supporter of the program and he is a lot of help, but I'm glad you're here. I want to talk over a lot of things with you."

"That's what I'm here for," I replied. "What's your schedule? Do you have any time when we can talk?"

"Here's the schedule of classes on the bulletin board," replied Bill. "Here is an hour after lunch when we can talk things over and then after my last class here in the afternoon I thought we could talk with the superintendent too."

"That's good," I replied. "The superintendent said you had been collecting some data. What's it about? Does it have a bearing on your questions?"

"Yes, you see the farms around here have been pretty much broken up into small plots where the people have a garden and raise some of their home food supply. They work in the factories for their cash income. Most of my students come from those kinds of places," replied Bill.

"Don't you have any boys from full-time farms?" I asked.

"Yes, we have a few," replied Bill. "Besides we have some boys from town who insist on taking agriculture even though they don't plan to farm. That complicates the problem of making your teaching interesting to all the students."

"That does present a problem, doesn't it?" I replied. "How about letting me look over your data now while you go ahead with this class? Then I can either ask questions or be prepared a little better for our afternoon conference."

"That'd be swell if you'll do it," said Bill as he handed me his notebook containing the data.

I took the notebook and sat down in the rear of the room as the class entered.

The notebook contained figures on enrollments in the agriculture classes for the past five or six years together with data on number of boys in school who would be potential vocational agriculture students in the future. These data showed the number from part-time farms and the number from full-time farms. In addition there was data on size of farms, kinds of livestock and crops grown, information on the soils in the area, population data and finally data about each boy in the present agriculture classes.

As Bill had mentioned, a few of the boys were from full-time commercial farms; some were from the small acreage, part-time farm; and quite a number were village boys who were not planning to farm but who wanted to take some agriculture.

When the time came for my conference with Bill, I said, "Now, you said you had some things to talk over. Suppose you start."

"Okay," said Bill. "It has to do with this program, particularly with the high school classes in agriculture. You could see there is a great diversity of interest. It's pretty hard for me to teach a course that will appeal to the village boys and the part-time farmers and the full-time farm boys all in one class."

"Yes, I can see that, especially the boys who are really nonvocational students. Why do you have them enrolled?" I asked.

Bill replied, "The principal doesn't believe in making any distinction. I have talked it over with the superintendent and he agrees to straighten that out when we decide what to do about these other problems."

"If you had two classes of boys from these part-time farms, what would you teach them?" I asked.

Bill said, "It seems to me they would be interested in what the farm could provide for family food supply. I suppose that would mean a study of home garden, family meat supply, small fruits, and some work on soils and fertilizers. Then there would be the work in farm mechanics geared to these small farms."

"How many years would you need to teach that kind of a course in high school?" I asked.

Just at this point the superintendent walked in and we brought him up to date on our discussion and then Bill said, "I should think two years would do that job."

"Then later, if the boys wanted to go into full-time farming, you could pick them up in a young-farmer class," I answered. "In the meantime, the school should expand other programs to help train these boys for employment in off-farm situations. What would you think of that?" I asked turning to the superintendent.

"That sounds all right," said the superintendent, "but what about the boys from full-time farms?"

"How many of those do you have?" I asked Bill.

"There are about twenty-five at present," said Bill. "It looks as if we might have a few more next year. The district added some territory out here which is mostly a full-time farming area. I think that will increase our enrollment a little."

"Do you think you could offer four years of agriculture for those boys by enrolling them in two classes, one for ninth and tenth grades and the other for eleventh and twelfth grades?" I asked.

"Yes, I could do that," replied Bill.

"How about administration of such a program?" I asked the superintendent.

"Oh, we could do that all right," said the superintendent. It would take some planning, but if it's best for the boys, we'll do it."

Bill then asked, "What about these village boys? They want to know about agriculture and the principal says they ought to understand agricultural problems. What'll we do with them?"

"I guess we'll all agree that more people need to know more about agriculture and about farm problems but they probably don't need a vocational course for that purpose," I said as the superintendent nodded agreement.

The superintendent said, "Has anyone tried a class in nonvocational agriculture where they already have a vocational program?"

"Yes," I replied. "I know of three schools in this state where they are doing that. It works out pretty well for them."

"Do they enroll girls, too?" asked the superintendent.

"Yes, some of them do. It's just as important for them to understand agriculture as for the boys, isn't it?" I asked.

"I should think so," said the superintendent. "I asked because we've got some girls who wanted to take agriculture under the present plan and I told the principal that we couldn't do it. But under a program for non-vocational students I think it would be a good thing to do. Who would teach such a course?"

I replied, "Of course, Bill could teach it but I think he would have enough if he taught the high school classes we have planned. Surely he would if he taught young-farmer and adult-farmer classes, too."

"Yes, that's right," said the superintendent. "In fact, I think we may have to hire a second man to help with the young-farmer and adult-farmer classes. We've got a lot to do in that field with the big increase in part-time farms around here. Those people want help that we can give. I think we could find a teacher who could handle one nonvocational agriculture class and leave Bill free to do this job."

"What do you think," I asked Bill.

"Gee, sounds good to me," replied Bill. "Maybe I'll want some more suggestions on planning those courses but it sounds like a good set-up and we have some definite programs to work out."

* * * *

What do you think? Was Bill right in considering the plan a good solution to his problem?

How would you have solved the problem? There might be several alternative solutions which would be satisfactory.

* * * *

Note: As indicated in the Introduction, this was written in the early 1950s when the objective of vocational agriculture was "training for farming." You will recognize how the needs of people were finally

recognized through Federal legislation that encourages enrollment of both boys and girls from farms or from town for training either for farming or for employment in agricultural business.

In view of these changes in Federal legislation, how would you help Bill and his superintendent solve his problem today?

A STATE SUPERVISOR DISCUSSES THE FUNCTION OF THE PUBLIC SCHOOL WITH A SUPERINTENDENT

"I don't believe the public school has any business offering classes for anyone beyond the twelfth grade," said the superintendent. He made the statement in reply to a question by the state supervisor of agricultural education who had called to visit the agriculture department.

The supervisor had entered the office of the superintendent and had inquired, "What is the program of your teacher of agriculture, this year? Does he have young-farmer or adult-farmer classes?"

"He has three classes in agriculture and one biology class this year," was the reply.

"How many boys does he have enrolled in the agricultural classes?" asked the supervisor.

"Oh, he's got about sixty in the three classes. We had to give him that biology to get his load up to some decent level. All the other teachers are squawking about his high salary and low load and I think they're about right too."

The supervisor said, "Yes, I suppose you are right. Does he visit the students on their farms?"

"Yes, sure. He's got some pretty good farming programs too," replied the superintendent.

"That's good," replied the supervisor. "When does he make his visits?"

"Why, after school and Saturdays," replied the superintendent.

"Of course most of the other teachers don't have to visit farms after school and Saturdays, do they?" asked the supervisor.

"No, but I wish they would," replied the superintendent. "It would certainly help a lot getting along with the kids."

"How about the adults? Is there any demand for an adult-farmer class?" asked the supervisor.

This was the question which brought the reply from the superintendent which was quoted earlier, "I don't believe the public school has any business offering classes to anyone beyond the twelfth grade."

"You mean any legal authority?" asked the supervisor.

"No, I don't mean legal. I guess we could if we wanted to but I think we ought to take them through the twelfth grade and then graduate them and get them out. That's enough."

"Are there any farmers around here who would come to a class if one were offered?" asked the supervisor.

"Sure there are," replied the superintendent. "The agriculture teacher was in here just last week. He wanted to start a class but I stopped that nonsense. He said he had twenty farmers who would come."

"Well, let's take a look," said the supervisor. "Just why does a school exist here anyway? Who owns it?"

"Why, the people of course," replied the superintendent.

"What do the people have a school here for," asked the supervisor.

"They want their kids to be educated, I guess," replied the superintendent.

"Do you think they would have a right to ask for education beyond the twelfth grade if they wanted to?" asked the supervisor.

"Yes, they'd have a right," said the superintendent. "But they're not likely to do so unless someone stirs them up."

"Your neighboring school over at _____ has some adult-farmer classes. Do you suppose that will make any difference to folks in your school area?" asked the supervisor.

"Yes, I suppose it will. What kind of a program do they have?" asked the superintendent.

"This year they're teaching a course in Dairy for the adults and a course in Getting Established in Farming for the young men out of school. They took the teacher off the biology class to give him more time to get out in the country on his visits and to prepare for these other agriculture classes."

"Well, that explains what one board member said the other night," said the superintendent. "He said his neighbors were going over to _____ to the school. I told him I didn't know about it."

"The teacher over there told me that his superintendent and board feel that the school exists to serve all the people of the community of all ages," said the supervisor. "Therefore they try to offer a class for any group of adults who indicate an interest. They offer classes in several different subjects."

"Well, I suppose we'll have to do the same," said the superintendent. "I hate to do it, and I don't believe in it, but I'll call the teacher in and tell him to go ahead. He's a good man and he'll make the class go all right. While I'm at it, I'll relieve him of that biology class too."

What do you think about the tactics of the supervisor? Is it ethical to use an illustration of a neighboring school to force an issue as was done here?

Do you believe the superintendent was right in his viewpoint? How could the people in the community secure the benefits of adult classes in their school?